

Communication – Listening								
Ongoing Listening Expectations		Encouraging pupils to be active listeners – listening for specific sounds and linking them in the environment. Encouraging pupils to actively listening to stories, conversations, songs & rhymes. Listening to the names of objects linked to symbols.						
Informal Pathway	Semi-Formal Pathway			Formal 1 Pathway		Formal 2 Pathway		
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4 Year 5&6 End of KS2	
End Points	By the End of the Informal Pathway Pupil's should be able to; Begin to listen to and locate environmental sounds and develop a bank of more familiar sounds. Summary statement taken from Development Matters Stage 1	By the end of the Semi Formal Pathway Pupil's should be able to; Communication & Language – Listening, Attention & Communication <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Personal, Social & Emotional Development – Self-Regulation <ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Taken from Early Learning Goals – end of Foundation 2 expectations.			By the end of Formal 1 Pathway Pupils should be able to; Build on, consolidate and generalise the skill set from the end of the Semi-Formal Pathway and work towards the end of Formal 2 Pathway end points <ul style="list-style-type: none"> Answer questions about a familiar book/topic. Listen and respond appropriately to adults and their peers Gain, maintain and monitor the interest of the listener. Taken from National Curriculum Expectations for the English Programme of Study		By the end of Formal Pathway 2 should be able to; <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Taken from National Curriculum English Programme of Study Expectations.	
PHONICS Linked phases								
AUTUMN TERM	Phase 1		Phase 2,3,4	Phase 4 & 5	Phase 5 & 6	Phase 6		
	Aspects 1-6	Aspect 7				Phase 6	Phase 6	
	Show a reflex response to a sudden sound. Turn towards a familiar sound.	Respond non-verbally in two-way interaction. Looks quickly towards the source of a familiar sound or voice. Moves whole body to sounds they enjoy such as music, or a regular beat. Listen to and show enjoyment in rhythmic patterns or rhymes.	Listen to music and respond when it is turned off. Listen with interest to the sounds adults make as the read a story. Respond to a familiar adult calling my name.	Listen to others in one to one or small groups. Know 10 simple songs or rhymes by heart. Retell simple stories to others.	Listen for information. Express preference in what music to listen to. Listen and begin to respond appropriately to adults and peers.	Listen quietly to an unfamiliar story. Pay attention to the speaker.	Listen in a range of different contexts. Usually respond appropriately to both adults and peers.	Listen carefully and make timely contributions. Make improvements of my listening skills based on constructive feedback.

<p>SPRING TERM</p>	<p>Quietens or alerts to the sound of a familiar voice. Listens to familiar sounds, words, or simple rhymes.</p>	<p>Actively listen to a sound, when given a cue to listen e.g. 'Fire engine'. Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Respond to a simple request containing one key word.</p>	<p>Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes. Follow an instruction with 2 key words.</p>	<p>Enjoy listening to repetitive familiar poems, short verses and jingles. Identify words beginning with a specific sound. Follow an instruction with 3 key words.</p>	<p>Show awareness when the story telling changes or misses part of a familiar story. Listen to instructions with more than 1 point in many situations.</p>	<p>Respond with increasing appropriateness to what has been said. Recall some details from a story. Follow instructions in an unfamiliar situation.</p>	<p>Can follow multi step instructions without the need for repetition.</p>	<p>Adapt listening and responding to meet the needs of others in the group. Ask questions that are responsive to other's ideas and views. Follow complex directions / multi step instructions without the need for repetition.</p>
<p>SUMMER TERM</p>	<p>Listen to a familiar voice even if the speaker is out of sight. Locate a range of sounds with accuracy.</p>	<p>Understand and respond to a simple request with gesture. Identifies the correct object by sound e.g. points to dog when 'woof' is said.</p>	<p>Fill in the missing word in a rhyme. Attempt to copy new sounds or words. Join in with a sound bingo / lotto game.</p>	<p>Listen to and follow unfamiliar instructions. Listen to and responds to more complex questions 'why are you going to the kitchen?' Listen to the final sound in words. Remember a short message and pass it on to another person.</p>	<p>Listen to an adult or a peer communicating whilst engaged in another activity. Respond to others in role play / drama.</p>	<p>Make a helpful contribution in group discussion. Seek independent clarification when an instruction is not clear. Recognise when it is the appropriate time for me to ask my questions.</p>	<p>Follow complex directions.</p>	<p>Work on a collaborative project where listening to the ideas of others is crucial.</p>

Communication - Understanding								
WHY	Informal Pathway	Semi-Formal Pathway			Formal 1 Pathway		Formal 2 Pathway	
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4	Year 5&6 End of KS2
	<p>By the End of the Informal Pathway Pupil's should be able to;</p> <p>Develop some understanding of familiar words through routines, including their names.</p> <p>Summary statement taken from Development Matters Stage 1</p>	<p>By the end of the Semi Formal Pathway Pupil's should be able to;</p> <p>Communication & Language – Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify understanding. <p>Communication & Language – Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Literacy – Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Personal, Social & Emotional Development – Managing Self</p> <ul style="list-style-type: none"> Understand the rules, know right from wrong and try to behave accordingly. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p>			<p>By the end of Formal 1 Pathway Pupils should be able to;</p> <p>Build on, consolidate and generalise the skill set from the end of the Semi-Formal Pathway and work towards the end of Formal 2 Pathway end points</p> <ul style="list-style-type: none"> Answer questions and make some inferences. Explain what has happened so far in what they have read. <p>Taken from National Curriculum Expectations for the English Programme of Study</p>		<p>By the end of Formal Pathway 2 should be able to;</p> <ul style="list-style-type: none"> Use relevant strategies to build their vocabulary. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. <p>Taken from National Curriculum Expectations for the English Programme of Study</p>	
Blank Level Questioning								
		Blank Level 1	Blank Level 2 & 3	Blank Level 3 & 4				
AUTUMN TERM	<p>Engage with and explores objects when supported by an adult.</p> <p>Stop and look when my name is called.</p> <p>Demonstrate the desire for an activity to continue.</p>	<p>Eye point or choose between two objects of reference.</p> <p>Understand 'no' when an adult speaks and shakes their head.</p> <p>Show a developing ability to follow body language such as pointing or gesture.</p> <p>Respond to visual cues e.g. recognises plate for dinner.</p>	<p>Understand simple sentences such as 'throw the ball'.</p> <p>Understand what objects are used for e.g. hair brush, by putting brush on head.</p> <p>Is beginning to understand 'what?'</p> <p>Find a named picture within a picture.</p>	<p>Fetch 3 objects on request with a visual cue.</p> <p>Understand the name of colours.</p> <p>Show an understanding of prepositions such as; on top, under, behind.</p> <p>Understand 'who?', 'what?' and 'where?' questions.</p>	<p>Show that I am beginning to understand when it is my turn to communicate.</p> <p>Begin to understand and respond to a range of questions.</p> <p>Begin to recognise signs of non-verbal communication.</p>	<p>Understand a two-way conversation, turn taking and active listening.</p> <p>Begin to understand body language/ facial expressions to show engagement.</p> <p>Understand why communication is important.</p>	<p>Understand that peers and others may communicate in different ways and can begin to adapt.</p> <p>Show understanding of a character by taking on a role and responding appropriately.</p> <p>Understand facial expression and explain what they mean.</p>	<p>Gain, maintain and monitor the interest of the listener.</p> <p>Show my understanding of word explanations through appropriate choice and context.</p> <p>Consistently explain and discuss my understanding by maintaining focus on the topic.</p>
SPRING TERM	<p>Begin to recognise, show anticipation and understanding of objects of reference.</p> <p>Begin to understand contextual cues e.g. familiar gestures, words and sounds.</p>	<p>Understand and respond at one-word level, with visual cues or contextual support.</p> <p>Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object.</p>	<p>Select a familiar object by name, go to find object or select from a group.</p> <p>Understand a sentence with 3 key words; big red ball.</p> <p>Understand concepts e.g. big/little.</p>	<p>Name an object from a verbal description.</p> <p>Understand humour such as simple jokes / rhymes.</p> <p>Understand instructions containing a sequence of words; first, after, last.</p> <p>Understand the</p>	<p>Understand short explanations or discussions.</p> <p>Use the appropriate vocabulary to describe my feelings and current event.</p> <p>Begin to think of simple alternatives of vocabulary choice.</p>	<p>Show my understanding by explaining what may happen next and why.</p> <p>Understand the main points of conversation and explanations.</p> <p>Follow discussions and make contributions.</p>	<p>Understand stories, poems etc. and give suitable explanation.</p> <p>Begin to make simple inferences in conversation.</p>	<p>Provide reasoned justifications for my views.</p> <p>Understand inferences in conversations.</p>

		<p>Make a choice between two signs or symbols.</p> <p>Begin to show an understanding of single words in a context e.g. cup.</p>		<p>language of same and different.</p>				
SUMMER TERM	<p>Understand what waving 'bye bye' means.</p> <p>Show understanding of a few simple words.</p>	<p>Hand an adult an object or symbol from a choice of 3.</p> <p>Respond appropriately to simple requests such as 'clap your hands.'</p> <p>Demonstrate an understanding of 10-20 familiar words, pictures or signs.</p>	<p>Show an understanding of up to 50 words, signs, pictures or symbols.</p> <p>Understand up to 10 verbs.</p> <p>Begin to understand the words for emotions.</p> <p>Show an understanding of more complex sentences.</p>	<p>Ask questions using signs or question word symbols.</p> <p>Carry out a sequence of instructions e.g. sit down, pat knees, clap hands.</p> <p>Understand and respond to questions such as 'what will happen next?'</p>	<p>Begin to predict what might happen next based on what has been said.</p> <p>Show understanding through the choice of questions I ask.</p>	<p>Ask and answer questions to develop understanding.</p> <p>Understand a sequence of instructions and able to follow a sequence of events.</p>	<p>Understand that there is a language choice in different situations.</p> <p>Begin to understand language that is acceptable in formal and informal situations.</p>	<p>Use feedback from peers and teachers to make improvements in communicating and performing.</p> <p>Be confident in asking questions to secure my understanding.</p>

Communication- Communicating								
P Levels Reading – sounds & PECS related								
WHY	Informal Pathway	Semi-Formal Pathway			Formal 1 Pathway		Formal 2 Pathway	
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4	Year 5&6 End of KS2
	By the End of the Informal Pathway Pupil's should be able to; Begins to recognise Summary statement taken from Development Matters Stage 1	By the end of the Semi Formal Pathway Pupil's should be able to; Communication & Language – Listening, Attention & Understanding <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Communication & Language – Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Expressive Arts & Design – Being Imaginative & Expressive <ul style="list-style-type: none"> Sings/performs a range of nursery rhymes or songs and tries to move in time to the music. Taken from Early Learning Goals – end of Foundation 2 expectations.			By the end of Formal 1 Pathway Pupils should be able to; <i>Build on, consolidate and generalise the skill set from the end of the Semi-Formal Pathway and work towards the end of Formal 2 Pathway end points.</i> Taken from National Curriculum Expectations for the English Programme of Study		By the end of Formal Pathway 2 should be able to; <ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak *audibly and *fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play/improvisations and debates. Taken from National Curriculum Expectations for the English Programme of Study	
← Intensive Interactions →								
PECS – Picture Exchange Communication System								
	Pre PECS & Phase 1	Phase 2, 3 & 4	Phase 4 & 5	Phase 5 & 6	Continue through Phase 6 to build vocabulary			
AUTUMN TERM	Communicates needs and feelings in a variety of ways e.g. crying, babbling, squealing. Hand over a PECS card with adult support. Pick up a PECS card independently.	Express consistently likes and dislikes, using voice, body or facial expression. Copy some sounds e.g. stamping, babbling, a word or sign. Relates pictures to three objects of reference. Express 'more'.	Answer simple questions 'what do you like?' Use words to describe things e.g. it is bumpy. Attempt to correct misunderstandings without changing the words e.g. repeating words. Begin to use pronouns; I, me etc.	Say a word which rhymes with another word. Communicate important details such as; name, age, address, phone number. Use possessives e.g. bob's coat. Begin to answer 'how' and 'why' questions. – may only be one word.	Stay on topic when communicating. Give descriptions and explanations. Answer questions on a wider range of topics.	Answer questions using clear sentences / sentence strip. Use subject specific vocabulary. Usually communicate in grammatically correct sentences.	Use vocabulary which is related to the topic. Begin to try new vocabulary and phrases that has been heard or read from stories/texts. Use adjectives, adverbial and expanded noun phrases.	Make relevant contributions in different situations. Discuss my own and other's ideas. Regularly use adjectives, adverbial and expanded noun phrases.

<p>SPRING TERM</p>	<p>Spontaneously pick up a PECS card in front of me. Changes facial expression when interacting with an adult.</p>	<p>Use single words, signs or symbols for objects. Communicate purposefully using voice, face or body. Relates symbols to 3 objects of reference. Imitate the actions of an adult. Repeat a vocalisation if an adult doesn't understand.</p>	<p>Communicate in a range of different situations; requesting, greeting, displeasure etc. Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.</p>	<p>Begin to use 'and' and 'because' in more complex sentences. Retell a simple event in the correct order. Begin to ask more complex questions. Play with sounds in word games e.g. I spy.</p>	<p>Begin to organise my thoughts into a sentence before expressing them. Ask and answer questions for specific information. Retell a simple story.</p>	<p>Take part in role play. Ask relevant questions linked to the topic of conversation. Recognise that people communicate in different ways.</p>	<p>Ask questions which relate to what has been said. Begin to offer support / justification for my answers to questions. Ask relevant questions to a specific speaker in response to what has been said.</p>	<p>Ask questions which deepen conversations or further knowledge. Understand how to answer questions which require a more detailed answer.</p>
<p>SUMMER TERM</p>	<p>Use vocal sounds to attract attention. Reach and release a PECS card into the hand of an adult. – exchange.</p>	<p>Use a single word, sign or symbol to convey an immediate choice of activity. Try to get an adults attention for amusement. Make a choice between two symbols or objects. Use sounds in play e.g. aahh when cuddling a toy or brmm with a car.</p>	<p>With help communicate about things that have happened or will happen. Make a choice from 3+ offered items/pictures/symbols. Use 30-50 words, signs, pictures of symbols. Comment on what I have noticed e.g. weather, animals etc.</p>	<p>Use pictures or a symbol board to describe a simple event. Build up vocabulary which reflects the breadth of experiences. Communicate future plans and activities. Use plurals when communicating.</p>	<p>Explain and justify answers, arguments and opinions. Communicate about experiences. Begin to show confidence in communicating to class groups.</p>	<p>Begin to offer ideas based on what has been heard. Show confidence in communicating to a group of peers so that my message is clear. Begin to give a reason for my answer when prompted.</p>	<p>Discuss unfamiliar topics. Regularly offer answers which are supported by reasoning. Explain ideas, opinions and information clearly.</p>	<p>Regularly ask relevant questions to extend knowledge and understanding. Use a broad, deep and rich vocabulary to discuss a range of topics. Articulate and justify answers with confidence in a range of situations.</p>